

Writing Self-Assessment

Name: _____ Per: _____ Date: _____

Title: _____ Cat: 1 2 3 4 5 6

THIS IS WHAT I DID BEFORE I HANDED THIS FINAL DRAFT TO YOU:

My peer editor was: _____

I wrote _____ drafts. (How many?)

I used the following graphic organizer:

I read my work aloud to myself _____ times.

I used a dictionary for _____

I used a thesaurus to locate synonyms for

I used this new word: _____

- ☐ I checked for missing words/ ideas.
- ☐ I identified my sources.
- ☐ I selected the most appropriate form for my target audience.
- ☐ I checked my spelling.
- ☐ I checked sentence structure and variety.
- ☐ I checked punctuation.

My target audience is : _____

My purpose in writing was to: _____

I think that I have improved in : _____

I would like to get better at:

I would like your help with : _____

Please consider this for term (circle one)

1: Sept-Nov

3: Feb-April

2: Nov-Jan

4: April-June

A comment from you to me, please:

Writing Self-Assessment

Scale	1	2	3	4	5	6
Aspect	Incomplete	Not Yet Meeting	Minimally Meeting	Fully Meeting	Proficient	Superior
Ideas (<i>ideas and information; use of details</i>)	Ideas are not developed.	Ideas are broad generalizations with little support and no clear purpose.	Ideas are often listed or developed unevenly, with little support or sense of purpose.	Ideas are generally straightforward and clear with some support and sense of purpose.	Ideas are well-developed and supported with a clear sense of purpose.	Ideas are fully developed and supported with originality or maturity.
Style (<i>language usage and sentence structure</i>)	No discernable purpose.	Colloquial vocabulary, weak sentence structure	Limited vocabulary and sentence variety	Basic vocabulary and some sentence variety	Appropriate word choice and sentence variety	Effective word choice and sentence variety
Voice (<i>knowledge of audience; appropriate tone</i>)	Lacks voice entirely.	Inappropriate voice or tone for the audience	Lacks a sense of audience or of tone.	Attempts to engage the audience, but lacks a consistent voice.	Voice and tone generally engage the audience.	Voice and tone engage the audience throughout.
Structure (<i>form, including a beginning, middle and end; transitions</i>)	Lacks structure.	Structure seems illogical.	Structure may be weak.	Structure may be formulaic	Structure is logical and writing demonstrates control	Structure is logical and writing may appear effortless
Conventions (<i>spelling, punctuation, grammar, etc. </i>)	Frequent serious errors.	Frequent noticeable errors interfere with meaning.	Errors distract and impede meaning sometimes.	Errors generally do not impede meaning.	Errors are generally not distracting.	Errors are not distracting.

Please consider this for term (circle one)

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Mrs. Cousar's use only:

This piece is _____ approved
Go ahead and put it in your portfolio.

_____ not yet approved
This piece needs reworked in some way. Get editing/proofreading advice and fix items addressed, then re-submit!

Complete both sides and staple to your weekly writing submission.